

Long Term Plan: English

Term: Autumn 1

Year group: Y4

Topic: The Roman Empire and its impact on Britain

Handwriting and Presentation

- Use the diagonal and horizontal strokes that are needed to join letters .
- Understand which letters, when adjacent to one another, are left un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Weeks	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class Readers
Term 1	Classic Starts: Roman Myths (Library copy)	Meet the Ancient Romans by James Davies	Increasing their familiarity with a wide range of stories, retelling some of these orally.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Stories with an historical setting (4 weeks) Narrative Poetry (2 weeks)	The Boy at the back of the class by OnJali Q Rauf
Weeks 1-4 Narrative		The Roman Record by Paul Dowswell. (Library- multiple copies)	Develop positive attitudes to reading and understanding what they read by listening to and discussing poetry and reading books that are structured in different ways and reading for a range of purposes.	Use a and an correctly (articles)	Write a narrative with a historical setting.	When the Mountains Roared by Jess Butterworth
Weeks 5-6 Narrative Poetry		So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie & Marisa Morea	Recognise different forms of poetry eg free verse, narrative poetry	Using inverted commas for direct speech correctly	Pupils can produce a narrative poem about a well-known tale.	Fortunately the Milk – by Neil Gaiman
		In Search of Pompeii by Giovanni Caselli	Preparing poems to read aloud showing understanding through intonation, tone, volume and action	Fronted adverbials + commas	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Max and The Millions – Ross Montgomery
		The Living Roman Fort by Stephen Johnson	Vocabulary: Apply their growing knowledge of root words, prefixes and suffixes.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrase e.g. the strict maths teacher with curly hair.	Draft and write by: Composing and rehearsing sentences orally progressively building a varied and rich vocabulary an increasing range of sentence structure	My Brother is a Superhero by David Solomons
		Narrative Poetry ‘The Owl and the Pussycat’ by Edward Lear ‘The Jumblies’ by Edward Lear The tale of custard the dragon by Ogden Nash The Walrus and the Carpenter by Lewis Carroll The Spider and the Fly (library – multiple copies)	Understand the meaning of new vocabulary they meet.	Spell homophones and near homophones correctly	Organising paragraphs around a theme	The Great Elephant Chase by Gillian Cross
			Discuss words and phrases that capture the reader’s interest and imagination.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrase e.g. the strict maths teacher with curly hair.	Evaluate and edit by: Assessing the effectiveness of their writing and suggesting improvements.	
			Retrieval: Retrieve and record information from non-fiction.	Past tense	Proof read for spelling and punctuation errors/use dictionaries to edit work.	(Highlight as appropriate)
			Prediction: predicting what might happen from details stated and implied	Look for words to teach from the Y4 Common Exception Words		
			Summarise: Identify main ideas drawn from more than one paragraph and summarise these.	Spell homophones and near homophones correctly.		
				‘ly’ suffix		

Spoken Language (evidence to be seen across all genres)

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Term: Autumn 2

Long Term Plan: English

Year group: Y4

Topic: North and South America

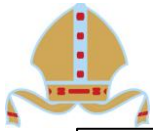
Handwriting and Presentation

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Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class Reader
Term 2 Weeks 1-4 Persuasion Text Week 5-7 Haikus	Reading The Miraculous Journey of Edward Tulane by Kate DiCamillo	Writing Range of books and information texts linked to countries and attractions within North and South America. North American Indian Native American by Michael Stotter Poetry Slowly, Slowly, Slowly, said the Sloth by Eric Carle (Narrative Poetry) Range of Haikus from different poetry books e.g. The Works or 365 Days of Poetry	Develop positive attitudes to reading and understanding what they read by listening to and discussing non-fiction and by listening to and discussing poetry. Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context Recognise different forms of poetry e.g. free verse, narrative poetry Vocabulary: Discuss words and phrases that capture the reader's interest and imagination. Discuss words and phrases that capture the reader's interest and imagination. Inference: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Explain: Identifying themes and conventions in a wide range of books Identify how language, structure and presentation contribute to the meaning asking questions to improve their understanding of a text	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Punctuation Rhetorical questions Contractions spelt correctly with apostrophe The suffix 'ation' is added to verbs to form nouns e.g. sensation, relaxation, participation Correct use of commas Alliteration Noun phrases	Persuasion Text (4 weeks) Haiku Poetry (3 weeks) Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Draft and write by: Composing and rehearsing sentences orally progressively building a varied and rich vocabulary an increasing range of sentence structure Organising paragraphs around a theme Evaluate and edit by: Assessing the effectiveness of their writing and suggesting improvements. Proof read for spelling and punctuation errors/use dictionaries to check spellings. In non-narrative material using simple organizational devices e.g. headings and subheadings.	The Boy at the back of the class by Onjali Q Rauf When the Mountains Roared by Jess Butterworth Fortunately the Milk – by Neil Gaiman Max and The Millions – Ross Montgomery My Brother is a Superhero by David Solomons The Great Elephant Chase by Gillian Cross (Highlight as appropriate)

Spoken Language (evidence to be seen across all genres)

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- Select and use appropriate registers for effective communication.



Term: Spring 1

Long Term Plan: English

Year group: Y4

Topic: Local History Study – Roman Britain

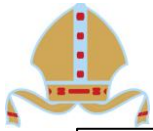
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Term 3	How to train your Dragon by Cressida Cowell (Library copies)	Clips or film How to train your Dragon. Dragon Slayer (Literacy Shed) The Roman Record (Library copies) Examples of imaginary worlds: Northern Lights Alice in Wonderland Harry Potter, etc. Range of diary entries	Develop positive attitudes to reading and understanding what they read by listening to and discussing non-fiction and reading books that are structured in different ways and reading for a range of purposes participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Vocabulary: Discuss words and phrases that capture the reader’s interest and imagination. Retrieval: Retrieve and record information from non-fiction. Summarise: Identify main ideas drawn from more than one paragraph and summarise these. Prediction: predicting what might happen from details stated and implied	Using inverted commas for direct speech correctly Fronted adverbials + commas Appropriate choice of pronoun or noun within and across sentences to aid in cohesion and avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrase e.g. the strict maths teacher with curly hair. Indicating possession by using the possessive apostrophe with plural nouns. Past tense First person -use of personal pronouns Use of time conjunctions e.g. before, next, after to show when things happened Adjectives to describe feelings and emotions ly suffix contractions for informal phrases e.g. You’ll never believe...	Narrative set in an imaginary setting (4 weeks) Diaries (link to topic on the local history – Romans) Write a narrative set in an imaginary setting. Write a diary entry Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by: Composing and rehearsing sentences orally progressively building a varied and rich vocabulary an increasing range of sentence structure Organising paragraphs around a theme Evaluate and edit by: Assessing the effectiveness of their writing and suggesting improvements. Proof read for spelling and punctuation errors. Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and use a dictionary to check spellings.	The Boy at the back of the class by Onjali Q Rauf When the Mountains Roared by Jess Butterworth Fortunately the Milk – by Neil Gaiman Max and The Millions – Ross Montgomery My Brother is a Superhero by David Solomons The Great Elephant Chase by Gillian Cross (Highlight as appropriate)

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Long Term Plan: English

Term: Spring 2

Year group: Y4

Topic: Study of Brazil.

Handwriting and Presentation

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Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class Reader
Term 4	<p>Reading <i>Journey to the River Sea by Eva Ibbotson (copies in the Library)</i></p>	<p>Writing Texts linked to deforestation.</p> <p>Range of texts about Brazil: My Life in Brazil (library copy) Brazil (Library copy)</p> <p>The Great Kapok Tree by Lynne Cherry (picture book)</p> <p>Rainforests in 30 Seconds by Jen Green & Stephanie Murphy</p> <p>Brazil in our World</p> <p>My Country: Brazil</p> <p>My Life in Brazil by Patience Coster</p> <p>Countries in our World: Brazil by Edward Parker</p> <p>Introducing South America</p>	<p>Increasing their familiarity with a wide range of stories, retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books</p> <p>increasing their familiarity with a wide range of stories, retelling some of these orally.</p> <p>Vocabulary Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Understand the meaning of new vocabulary they meet.</p> <p>Inference Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Explain Identifying themes and conventions in a wide range of books</p> <p>asking questions to improve their understanding of a text</p>	<p>Present tense</p> <p>Third person</p> <p>Technical vocabulary</p> <p>Conjunctions eg therefore, however</p> <p>Spell homophones and near homophones correctly.</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Determiners</p> <p>Use of the present perfect form of verbs instead of simple past</p> <p>Prefixes sub – subheading, subdivide, submerge Prefix re- redo, refresh, reappear</p>	<p>Discussion/Argument Text (3 weeks) Non Chronological Report (2 Weeks)</p> <p>Write an argument for and against</p> <p>Write own report independently based notes gathered from several resources.</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write by: Composing and rehearsing sentences orally progressively building a varied and rich vocabulary an increasing range of sentence structure</p> <p>Organising paragraphs around a theme</p> <p>Use simple organizational devices</p> <p>Evaluate and edit by: Assessing the effectiveness of their writing and suggesting improvements.</p> <p>Proof read for spelling and punctuation errors.</p>	<p>The Boy at the back of the class by OnJali Q Rauf</p> <p>When the Mountains Roared by Jess Butterworth</p> <p>Fortunately the Milk – by Neil Gaiman</p> <p>Max and The Millions – Ross Montgomery</p> <p>My Brother is a Superhero by David Solomons</p> <p>The Great Elephant Chase by Gillian Cross</p> <p>(Highlight as appropriate)</p>
<p>Week 1-3 Argument Text</p> <p>Week 4-5 NC Report</p>						

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Long Term Plan: English

Term: Summer 1

Year group: Y4

Topic: Mayan Civilization

Handwriting and Presentation

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Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class Reader
Weeks 1 –3 Stories with a consequence Week 4-5 Emotions Poetry	Reading The Hero Twins: Against the Lords of Death (A Mayan Myth) By Dan Jolley and David Witt – also https://www.ks2history.com/hero-twins-guide or other resources could be used.	The Ancient World: Ancient Maya (Library copy) The Maya and other American Civilisations (Library copy) Great Civilisations: The Maya (library copy) Avoid being a Mayan Soothsayer (Danger Zone) by Rupert Matthews The Chocolate Tree: A Mayan Folktale by Linda Lowery Writing ‘Dangle’ (The Literacy Shed)	increasing their familiarity with a wide range of stories, retelling some of these orally. participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Identifying themes and conventions in a wide range of books Develop positive attitudes to reading and understanding what they read by listening to and discussing poetry. Preparing poems to read aloud showing understanding through intonation, tone, volume and action Vocabulary Apply their growing knowledge of root words, prefixes and suffixes. Understand the meaning of new vocabulary they meet. Discuss words and phrases that capture the reader’s interest and imagination. Inference Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. Explain Identify how language, structure and presentation contribute to the meaning Recognise different forms of poetry eg free verse, narrative poetry Prediction: predicting what might happen from details stated and implied	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using inverted commas for direct speech correctly Fronted adverbials + commas Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrase e.g. the strict maths teacher with curly hair. Apostrophes for possession and pronouns Powerful verbs Alliteration Similes Expanded noun phrases	Stories with a consequence Emotions poetry Write a narrative with a consequence Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by: Composing and rehearsing sentences orally progressively building a varied and rich vocabulary an increasing range of sentence structure Organising paragraphs around a theme Evaluate and edit by: Assessing the effectiveness of their writing and suggesting improvements. Proof read for spelling and punctuation errors.	The Boy at the back of the class by OnJali Q Rauf When the Mountains Roared by Jess Butterworth Fortunately the Milk – by Neil Gaiman Max and The Millions – Ross Montgomery My Brother is a Superhero by David Solomons The Great Elephant Chase by Gillian Cross (Highlight as appropriate)

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Term: Summer 2

Long Term Plan: English

Year group: Y4

Topic: Rivers, Mountains and Water Cycle

Handwriting and Presentation

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Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class end of day book	
Weeks 1-3 Explanation Text	<p>A Drop in the Ocean: The Story of Water (Science Works) Jacqui Bailey</p>	Examples of explanation texts and books linked to topic.	Develop positive attitudes to reading and understanding what they read by listening to and discussing non-fiction.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Explanation Text on the Water Cycle	The Boy at the back of the class by Onjali Q Rauf	
Weeks 4-7 Adventure stories		Water	increasing their familiarity with a wide range of stories, retelling some of these orally.	Use a and an correctly (articles)	Write an Adventure story	When the Mountains Roared by Jess Butterworth	
		Water Power by Neil Morris	Vocabulary Discuss words and phrases that capture the reader's interest and imagination.	Present tense/third person	Create a flow chart to explain how something works	Use notes to write an explanation using an impersonal style	Fortunately the Milk – by Neil Gaiman
		Saving Water by Neil Morris	Identify how language, structure and presentation contribute to the meaning	Conjunctions that show time and cause	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Draft and write by: Composing and rehearsing sentences orally progressively building a varied and rich vocabulary an increasing range of sentence structure	Max and The Millions – Ross Montgomery
		Poems about Water by Andrew Fusek Peters	Apply their growing knowledge of root words, prefixes and suffixes.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Organising paragraphs around a theme	Evaluate and edit by: Assessing the effectiveness of their writing and suggesting improvements.	My Brother is a Superhero by David Solomons
		Down the Drain: Conserving Water by Anita Ganeri and Chris O	Understand the meaning of new vocabulary they meet.	Using inverted commas for direct speech correctly	Proof read for spelling and punctuation errors.		The Great Elephant Chase by Gillian Cross
		The Worlds Most Amazing Rivers	Retrieve Retrieve and record information from non-fiction.	Fronted adverbials + commas			(Highlight as appropriate)
		Adventure Stories	Summarise Identify main ideas drawn from more than one paragraph and summarise these.	Present perfect/simple past			
		Text: 'The Green Ship' by Quentin Blake	Explain Identifying themes and conventions in a wide range of books	Using adverbs, conjunctions and prepositions to express time and cause			
		'The Borrowers' by Mary Norton	Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.				

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- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.